Uintah School District Weekly Lesson Plans Unit 4

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 4 Grade 2 Week 1-January 23-27 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.6:**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  **RI.2.3:**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  **RI.2.9:**Compare and contrast the most important points presented by two texts on the same topic.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **W.2.6:**With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | **Word Families**: -oil, -oy (Theme 10)  **Comprehension Strategies**: Create Images, use visuals, review make connections  Comprehension Bridge; 9,10  **Grammar:** WRG p. 19, 20, , Irregular verbs: see, give, come, run, go, do, and review helping verbs  **Writing:**  Prewriting  Writing Bridge: 19,20  WRG p. 42 Problems/solution organizer  Word choice  Problem/solution  **Science Standard**: Standard 2 Objective 1  (Rocks) Earth Science |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| -Select the correct verb form, particularly of irregular verbs, to show past tense in narrative writing.  -Read informational books about the African-American journey to freedom.  -Write a narrative as if he or she is Henry in *Henry’s Freedom Box.*  -Analyze narrative poetry to understand its elements, meaning, and the use of formal and informal English.  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.” | action  autobiography  biography  conclusion  feelings  linking words  narrative  opinion piece  reasons  record  scan  thoughts time order words |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Henry’s Freedom Box |  | Rosa Parks LL (Q&S) |  | -Observation  -class discussion  -writing sample  -theme tests | YPP/Compass  Learning/ |  |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday |  | Martin Luther King- **I have a Dream Speech** | Martin Luther King LL (N) |  | ↓ |  |  |
| Thursday | Rosa Parks |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 4 Grade 2 Week-2 Jan 30-February 3 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.6:**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  **RI.2.3:**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  **RI.2.9:**Compare and contrast the most important points presented by two texts on the same topic.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **W.2.6:**With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | **Word Families**: -ound, -out, -ow ( (Theme 10)  **Comprehension Strategies**: create images, use visuals, review making connections  Comprehension Bridge: 9,10  **Grammar:** RG p. 19, 20, Irregular verbs: see, give, come, run, go, do, and review helping verbs  **Writing:** Drafting  Writing Bridge: 19,20  WRG p. 42 Problems/solution organizer  Word choice  Problem/solution  **Science Standard**: Standard 2 Objective 1  (Rocks) Earth Science |

STUDENT NEEDS ADDRESSED:

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| --- | --- |
| -Select the correct verb form, particularly of irregular verbs, to show past tense in narrative writing.  -Read informational books about the African-American journey to freedom.  -Write a narrative as if he or she is Henry in *Henry’s Freedom Box.*  -Analyze narrative poetry to understand its elements, meaning, and the use of formal and informal English.  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.” | **Terminology**  action  autobiography  biography  conclusion  feelings  linking words  narrative  opinion piece  reasons  record  scan  thoughts time order words |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | | Assessment/Rubrics | | Technology | Independent Reading/Independent Writing |
| Monday | Harriet Tubman | Poetry for Young People by Langston Hughes |  |  | | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | |  |
| Tuesday |  |  |  |  | ↓  Center Work | | See art links | |  |
| Wednesday | Jackie Robinson/  Babe Ruth |  | Babe Ruth Home Run Hero LL (M) |  | ↓ | |  | |  |
| Thursday |  |  |  |  | ↓ | |  | |  |
| Friday | Uncle Jed’s Barber Shop |  |  |  | ↓ | |  | |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 4 Grade 2 Week-3 February 6-10 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.6:**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  **RI.2.3:**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  **RI.2.9:**Compare and contrast the most important points presented by two texts on the same topic.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **W.2.6:**With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | **Word Families**: -contractions (Theme 11)  **Comprehension Strategies**: Ask questions\author’s purpose/review create images/use visuals  Comprehension Bridge: 10,11  **Grammar:** Personal Pronouns (singular and plural)  WRG p. 21  **Writing:** Revising  Compare/contrast  Sentence fluency  Writing Bridge:9,10  WRG p. 43 compare/contrast organizer  **Science Standard**: Standard 2 Objective 1  (Rocks) Earth Science |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives:**  Compare two texts (a biography and an autobiography) on the life of Ruby Bridges.  Write an opinion piece, citing evidence for the opinion.  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.”  -Read informational books about the African-American journey to freedom. | **Terminology**  action  autobiography  biography  conclusion  feelings  linking words  narrative  opinion piece  reasons  record  scan  thoughts time order words |
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HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Ruby Bridges autobiography | Harriet Tubman by Eloise Greenfield  (poem) |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Use poster board with what, who, where, when, why, and how, have students use sticky notes to answer questions, also can use white boards, or scrap paper |
| Tuesday |  |  | George Washington Carver SS LL |  | ↓  Center Work | Ruby Bridges Movie |  |
| Wednesday | Ruby Bridges biography |  |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday | Freedom on the Menu by Carole Boston Weatherford |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 4 Grade 2 Week-4 February 13-17 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.6:**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  **RI.2.3:**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  **RI.2.9:**Compare and contrast the most important points presented by two texts on the same topic.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **W.2.6:**With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | **Word Families**: -kn, -wr (Theme 11)  **Comprehension Strategies**: Ask questions/author’s purpose/review creating images/use visuals  Comprehension Bridge: 11  **Grammar:** subject and object pronouns WRG p.22  **Writing**-Editing-Writing process  Compare and Contrast organizer/WRG. p.42  Writing Bridge: 22  Sentence fluency  **Science Standard**: Standard 2 Objective 1  (Rocks) Earth Science |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| - Compare two texts (a biography and an autobiography) on the life of Ruby Bridges.  -Write an opinion piece, citing evidence for the opinion.  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.”  -Read informational books about the African-American journey to freedom. | action  autobiography  biography  conclusion  feelings  linking words  narrative  opinion piece  reasons  record  scan  thoughts time order words |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Civil War Sunday (M)  Chapter Book Read Aloud  Lincoln Book(Julia, Wendy) | Lincoln by Nancy Byrd Turner(Poem) |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  | Freedom Train Harriet Tubman LL(T) |  | ↓  Center Work |  |  |
| Wednesday |  |  |  |  | ↓ |  |  |
| Thursday | Martin Luther King, Jr. |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 4 Grade 2 Week-5 February 21-24 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.6:**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  **RI.2.3:**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  **RI.2.9:**Compare and contrast the most important points presented by two texts on the same topic.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **W.2.6:**With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | **Word Families**: -dge, -tch, consonant patterns  (Theme 12)  **Comprehension Strategies**: Determine Importance/supporting details/review ask questions/author’s purpose  Comprehension Bridges: 11,12  **Grammar**- possessive pronouns-WRG p. 23  **Writing**-Publishing  Writing Bridges:23,24  WRG p.44 report organizer  **Science Standards:** Standard 2 Objective 1  (Rocks) Earth Science |

STUDENT NEEDS ADDRESSED:

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| **Student Objectives:**  (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.”  -Read informational books about the African-American journey to freedom.  - Express an opinion by creating and displaying a class Power Point slide (should people of different colors have to use different bathrooms/drinking fountains/go to different schools, etc.)  -Record the opinion piece being read aloud to use for a class presentation or on-line web page.(Author share opinion pieces) | **Terminology**  action  autobiography  biography  conclusion  feelings  linking words  narrative  opinion piece  reasons  record  scan  thoughts time order words |
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HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | The Butterfly by Patricia Pollaco (Machele) |  |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday |  |  | African Americans in History Rigby (H) |  | ↓  Center Work |  |  |
| Wednesday |  |  |  |  | ↓ |  |  |
| Thursday | Fredrick Douglas |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards:Unit4 Grade2Week-6 February-27March 2 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RL.2.6:**Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  **RI.2.3:**Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  **RI.2.9:**Compare and contrast the most important points presented by two texts on the same topic.  **W.2.1:**Write opinion pieces in which they introduce the topic of book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  **W.2.3:**Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe action, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.  **W.2.6:**With guidance from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers | **Word Families**: adjectives with -er, -est (Theme 12)  **Comprehension Strategies**:  Determine Importance/supporting details/review asking questions/author’s purpose  Comprehension Bridges: 11,12  **Grammar**-review pronouns WRG p. 24  **Writing**- review full writing process/publishing  Report organizer WRG. p. 44  Writing Bridge: 23,24  **Science Standards:** Standard 2 Objective 1  (Rocks) Earth Science |

STUDENT NEEDS ADDRESSED:

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| --- | --- |
| **Student Objectives:** | **Terminology** |
| (ALL WEEKS) Read informational texts to answer the questions “who, what, where, when, why, and how.”  -Read informational books about the African-American journey to freedom.  - Express an opinion by creating and displaying a class Power Point slide (should people of different colors have to use different bathrooms/drinking fountains/go to different schools, etc.)  -Record the opinion piece being read aloud to use for a class presentation or on-line web page.(Author share opinion pieces) | action  autobiography  biography  conclusion  feelings  linking words  narrative  opinion piece  reasons  record  scan  thoughts time order words |

HOW INSTRUCTION WILL BE DELIVERED

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Sweet Clara and the Freedom Quilt |  | Civil War SS LL |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Draw a map for an addition to the class freedom quilt |
| Tuesday |  |  |  |  | ↓  Center Work |  |  |
| Wednesday | White Socks Only by Evelyn Coleman |  |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |